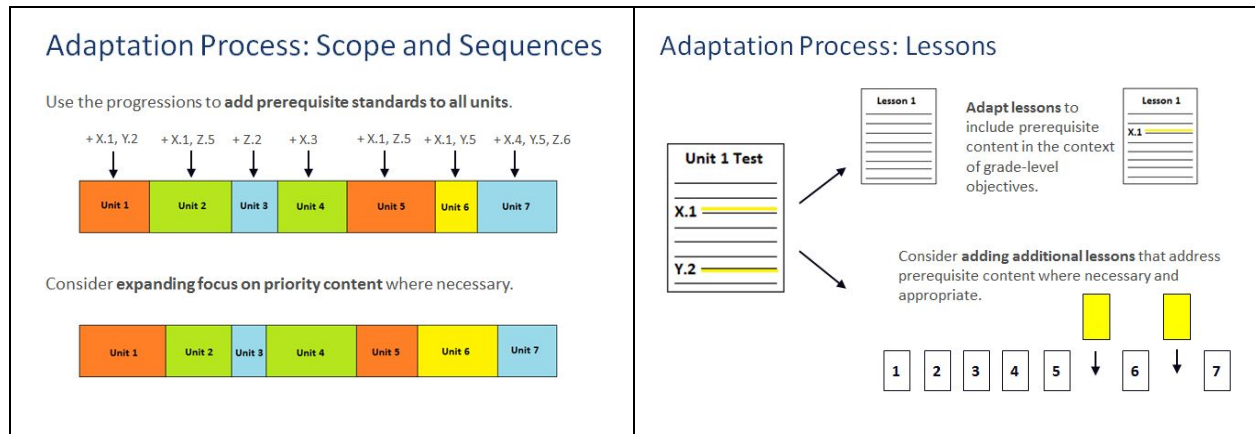


Using pre-assessment data to adapt instruction

Goal: We're trying to avoid front loading content in a "blanket review." Instead, we want to incorporate prerequisite standards throughout the unit.



Process:

1. Read the Module Overview and Complete the mid-module and end-of-module assessments to understand the "big picture" of the module.
2. Identify and study the focus standards:
 - **Do a close read** of the language of the standard and the Parts of the Standard list. What are the key skills, concepts and language students will need to be successful?
 - **Identify the aspect(s) of rigor:** Which aspect(s) of rigor are being targeted in each standard? How do you know based on the language of the standard?
 - **Identify coherent connections:** Which standards from previous grade levels are prerequisites for the focus standards?
3. Identify and study the foundational standards:
 - **Cross reference** the standards from "identify coherent connections" above with the foundational standards listed in the module overview. (This may help you narrow down.)
 - **Study the standards:** Read the language of the standard and cluster heading. Identify targeted aspect(s) of rigor.
 - **Do the Math:** Solve 1-2 items or tasks aligned to each standard to deepen understanding
4. **Assess student understanding** of prerequisite knowledge, skills, and concepts. Use the myANet Quiz Tool or Standards tabs to find items aligned to foundational standards.
5. **Create an action plan** to address students' gaps throughout the upcoming module. Action plan will likely include targeted interventions for specific students and adaptations to whole group lessons.
 - **Whole group:** use data to determine which skills/concepts are lacking for the majority of the class; determine when/how you will adapt instruction for the whole class
 - **Small group:** use data to determine which skills/concepts are lacking for small groups of students; determine when/how you will provide targeted intervention for those students

Name _____ Date _____ Class _____

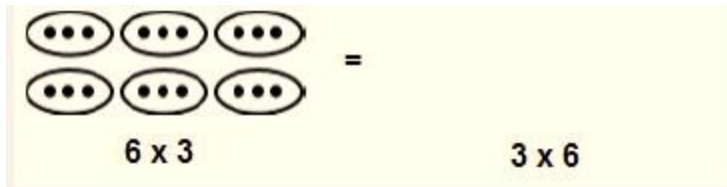
6th Grade A3 Pre-assessment

Directions: This quarter, we will be studying expressions and equations which builds on math skills from previous grades. This pre-assessment will help us understand what you know and understand about some of those math topics. I will use this information when I plan lessons this quarter so make sure you do your best to answer all of the questions and show your work.

1. What is another way of expressing 8×12 ?

- A. $(8 \times 10) + (8 \times 2)$
- B. $(8 \times 1) + (8 \times 2)$
- C. $(8 \times 10) + 2$
- D. $8 + (10 \times 2)$

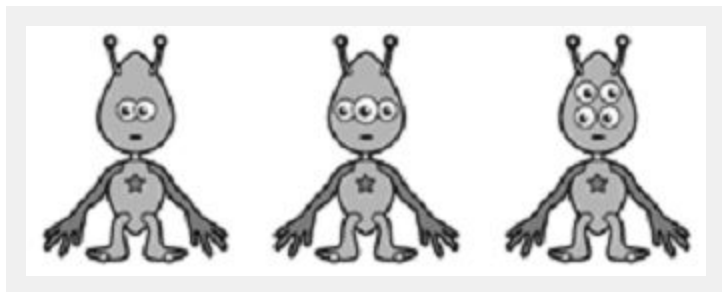
2. A student started making a drawing to show that $6 \times 3 = 3 \times 6$. However, she only finished the first part of her drawing. Fill in the other part to complete the picture. Write a sentence explaining why you drew what you did.



3. Eric is playing a video game. At a certain point in the game, he has 31,500 points. Then the following events happen, in order. Write an expression for the number of points Eric has at the end of the game.

- He earns 2450 additional points.
- He loses 3310 points.
- The game ends, and his score doubles.

4. The two-eyed space creatures, three-eyed space creatures, and four-eyed space creatures are having a contest to create a group with 24 total eyes.



- (a) How many two-eyed space creatures are needed to make a group with 24 total eyes?
- (b) How many three-eyed space creatures are needed to make a group with 24 total eyes?
- (c) Somebody told the five-eyed space creatures that they could not join the contest. Explain why five-eyed space creatures cannot make a group with 24 eyes.

5. Two rules for creating number patterns are given below. Each rule begins with a number called the *input* and creates a number called the *output*.

Rule 1: Multiply the input by 2. Then add 3 to the result to get the output.

Rule 2: Multiply the input by 3. Then add 1 to the result to get the output.

Which input and output table works for **both** rules? How do you know?

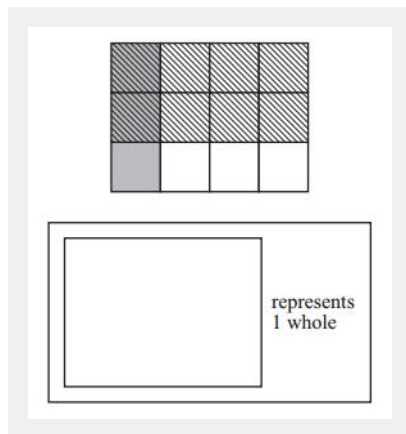
Table A		Table B		Table C		Table D	
Input	Output	Input	Output	Input	Output	Input	Output
2	7	3	10	4	11	5	13

6. Solve. $\frac{3}{4} + \frac{4}{5} - \frac{7}{10} = ?$

7. Which number is equal to 10^4 ?

- A. 100
- B. 1,000
- C. 10,000
- D. 100,000

8. The model below can be used to find the product of $\frac{2}{3} \times \frac{1}{4}$.



What is the product of $\frac{2}{3} \times \frac{1}{4}$?

- A. $\frac{2}{9}$
- B. $\frac{3}{9}$
- C. $\frac{2}{12}$
- D. $\frac{9}{12}$

Answer Key & Standards Alignment
6th Grade A3 Pre-assessment

Item	Answer	Standard	Source
1	A	3.OA.B.5	NY State Assessment
2	Drawing showing three groups of six dots each	3.OA.B.5	ANet Open Response
3	$(31,500 + 2,450 - 3,310) \times 2$ or equivalent expression	5.OA.A.2	Illustrative Mathematics
4	a) 12 b) 8 c) 5 is not a factor of 24, 24 is not a multiple of 5	4.OA.B.4	Smarter Balanced Assessment Consortium (SBAC)
5	A	5.OA.B.3	PARCC
6	$\frac{17}{20}$	5.NF.A.1	PARCC
7	C	5.NBT.A.2	SBAC
8	C	5.NF.B.4	Massachusetts State Assessment (MCAS)